Diversity Action Plan
College of Arts and Sciences 2017-2020

GOAL #1 (I: Inclusion): Create an inclusive and welcoming environment for all.

Strategy 1 – Create a more welcoming, respectful, and inclusive climate for all.

Note: throughout this template, **G** = Goal, S = strategy, t = tactic

Tactics	Target	Resources to be used for this tactic	Name and title of lead personnel	Timeline
G1.S1.t1: Creation of diversity committees in all units of CAS, which will have representation from faculty, staff, graduate students, and undergraduate students, as appropriate. Pertinence to **G1**.S1: Having a group in departments to consider climate deeply and ways to improve it will help units know how to create a better environment.	Participation of units (goal of 100%) and reasonable regularity of meetings.	Service time of participants	Heads and Dean's Office	By October 15, 2017, units will submit committee information to CAS. By winter 18 CAS will establish working relationship with unit committees. By June 15, 2018, units will decide how their committees fit into unit governance structure. CAS deans will consult with units about how unit committees might relate to a central CAS committee.
G1.S1.t2: Coordination of an annual workshop for College diversity committees to share innovative ideas and best practices. Pertinence to **G1**.S1: Facilitating the dissemination of information on best practices and innovative ideas is an effective way to speed up our progress toward our goals.	Participation of units (goal of 100%) and at least one annual meeting.	Service time of participants	Heads and Dean's Office	First annual workshop will occur in spring 2018.

Tactics	Target	Resources to be used for this tactic	Name and title of lead personnel	Timeline
G1.S1.t3: Creation of trainings and reference materials to promote more inclusive environments in our classrooms and offices. We will engage campus partners, such as DEI, the Teaching Engagement Program, and Rehearsals for Life, to help develop and provide these. Pertinence to **G1**.S1: People need better information about how their behaviors may prevent us from realizing this goal and tactics to change their behavior.	Reference materials and trainings that become key resources for both new and existing employees.	Administrative and staff time for development. Service time of participants.	Dean's Office in conjunction with campus partners.	Development of reference materials and trainings by Fall 2018.
G1.S1.t4: Creation of CAS diversity program awards, which will help fund ongoing or new programs that promote diversity, equity and inclusion. Faculty, graduate students, and staff will be eligible and encouraged to submit proposals. Pertinence to **G1**.S1: To empower good ideas that could improve climate and encourage unit members to think about diversity work: "what could I do if I had resources?"	Award one to three programs annually, aiming for representation across divisions. Review and publish final report from recipients.	$25,000	Dean's Office	First awards in spring 2017
G1.S1.t5: CAS diversity web page to collect information about efforts and achievements of faculty, staff, and students in diversity work and recognize their accomplishments. Public access; CAS will direct faculty to the site for diversity resources and tasks. Pertinence to **G1**.S1: To offer	Track number of internal and external visits to the page. Assess after a year to evaluate interest and effectiveness.	CAS financial resources to update and maintain webpage	Dean for Faculty and Operations; Director of CAS Commu-nications	Launch in W17; update regularly. Assess interest and effectiveness in S18.

Tactics	Target	Resources to be used for this tactic	Name and title of lead personnel	Timeline
examples, so others can take inspiration for their own contributions; to provide links to CAS and campus DEI resources, so people know where to turn for support for themselves and others.				
G1.S1.t6: Have an annual training session for faculty and staff on issues related to DACA/Dreamers students and how best to support them. Besides a basic training, we will also provide a longer training that certifies one as a DACA/Dreamer Ally, who can be a key resource for these students. Pertinence to **G1**.S1: These students may be the most marginalized students on our campus and we need proactive measures to be inclusive to them and their needs.	Help our department heads and department managers be knowledgeable about DACA/Dreamer students and how we can best support them. Create a significant corps of faculty and staff who are trained DACA/Dreamer Allies.	Funds to hold trainings and administrative/service time of participants	Dean's Office and Julie Weise, Professor in History, who leads these trainings.	First training will be at a joint department head and manager's meeting on April 18, 2018. Trainings at least annually after that.

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.
G1.S1.t1: Units will need to communicate membership and charge of their Diversity Committee to the Dean's Office by October 15, 2017. Smaller units may need to form joint committees. After a winter 18 meeting with CAS deans and Diversity Committee chairs, the Dean's Office will establish a reporting plan, so we are kept apprised of committee efforts in units and can share good ideas and best practices with the college. Next summer (2018), we will consider how these committees articulate with the CAS Dean's Office and other central CAS committees. **G1**.S1.t2: Exit surveys from workshops will provide feedback on about their usefulness. Notes from each workshop will provide the practices that were found to be innovative or "best practice," and the spread of these uses across the College will help us evaluate progress. **G1**.S1.t3: Exit surveys from trainings will help us gauge effectiveness. **G1**.S1.t4: Give awards and publicize them in the media and on the web page. Final reports from recipients will help us see if the awards are effective in achieving the purpose of the proposal. **G1**.S1.t5: CAS diversity page is both a tracking tool and a source for information and ideas. We will track visits from inside and outside UO and collect feedback to learn if the page is interesting and useful to CAS members and others. **G1**.S1.t6: Exit surveys from trainings and measuring how many people are trained and how many become DACA/Dreamer Allies.

Strategy 2 – Incorporate promising practices that eliminate implicit bias and combat racism as well as other forms of discrimination. Incorporate promising practices to increase equity, inclusion, and intercultural understanding in onboarding, performance evaluations, tenure and promotion, and other unit processes and policies in ways that allow all members of the unit to thrive and succeed.

Tactics	Target	Resources to be used for this tactic	Name and title of lead personnel	Timeline
G1.S2.t2: Dean's Office working group on examining our hiring processes for faculty, staff, and OAs Pertinence to G1.S2: We need to analyze and examine existing practices so that we can combat implicit bias and discrimination in an informed way.	Examine all CAS searches during the year to note areas for making searches more inclusive and eliminating sources of bias	OA time	Divisional Specialists for HUM, NS, SS	AY17-18 with a report to the deans in Summer 2018
G1.S2.t2: Pilot "onboarding" program for three cluster-hire departments in spring-summer 2017 to raise "cultural awareness" (sensitivity to and self-awareness about cultural differences) and help departments welcome and mentor new faculty members from underrepresented groups Pertinence to G1.S2: The goal is to improve onboarding and evaluation processes and to avoid implicit bias as we bring new colleagues into our units. The workshops for cluster departments and hires (and other junior faculty of color on campus) will help ready departments to be welcoming and respectful of their new colleagues and help new colleagues understand the UO context and how to find support here.	Pittman workshop in S17 about mentoring faculty of color; Pittman workshop in F17 for new faculty about diversity and teaching in a PWI. Workshops with consultant from NCFDD in S17 and F17 for all faculty and staff in cluster-hire units as part of an ongoing program to support onboarding and mentoring of junior faculty	CAS Dean will partner with Academic Affairs on a pilot program to fund the consultant visit; service time of the participants	Div Dean for HUM and Div Dean for SS	Onboarding program begins with the consultant and workshop in S17 and will continue through AY17-18
G1.S2.t3: Implicit bias workshop for the CAS Dean's Office Pertinence to G1.S2: We want to raise awareness among the deans, directors, and staff about implicit bias and educate ourselves in ways to overcome it,	All Dean's Office deans, directors, and staff will participate in an implicit bias workshop together.	CAS Dean discretionary resources from general-purpose endowment	Dean for Faculty and Operations, Div Dean for HUM	Schedule in summer 2017 for summer or fall workshop

Tactics	Target	Resources to be used for this tactic	Name and title of lead personnel	Timeline
so we operate with cultural sensitivity and without bias in all that we do, among ourselves in the Dean's Office and as we interact with the College.				

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.
G1.S2.t1: The report will provide action items that we will implement and track. **G1**.S2.t2: Onboarding pilot: We will schedule a meeting at the end of the year with the Ombuds Office and the cluster-hire faculty to get feedback for CAS about how those faculty members felt they were treated by their departments, colleagues, and students. **G1**.s1.t3: Follow-up survey of IBT session and follow-up discussions at CAS all-staff meetings to maintain awareness about implicit bias and discuss ideas for diminishing it.

GOAL #2 (D: Diversity): Increase the representation of diverse students, faculty, staff, and community partners at all levels of the university.

Strategy 1 – Incorporate active recruitment strategies, processes to eliminate conscious and unconscious bias, and other promising practices to recruit diverse staff, faculty, administrators, undergraduate, and graduate students from traditionally underrepresented communities.

Tactics	Target	Resources to be used for this tactic	Name/title of lead personnel	Timeline
G2.S1.t1: Have follow-up conversations with departments about implicit bias training effectiveness after searches. Pertinence to **G2**.S1: When the CAS deans and the search committee members meet in June each year to discuss how committees foregrounded the issue of implicit bias, we learn about how the searches are going and get ideas for helping in the future, and search committee members learn from each other. Knowing the that conversation is coming keeps committees attentive to the task of combatting bias throughout the year. This meeting serves the goal and strategy by raising awareness and recording progress and problems to be addressed.	Annual meeting with follow-up actions for recruitment in the following year	Service time of participants.	Heads and Dean's Office	First meeting in spring 2017

Tactics	Target	Resources to be used for this tactic	Name/title of lead personnel	Timeline
G2.S1.t2: Creation of a CAS job ad template that requests all candidates to discuss contributions/potential contributions to diversity work in their application letters and that emphasizes our commitment to diversity, equity, and inclusion. Pertinence to **G2**.S1: The template language assures that all units are communicating the UO's commitment to diversity, equity, and inclusion in their ads; this language cultivates diverse candidate pools by signaling to potential applicants that we value diversity, that we care about the issues they care about.	Participation of units (goal of 100%)	Service time of participants.	Heads and Dean's Office	Job ad template made available in U17 for use in all AY17-18 faculty searches.
G2.S1.t3: Require that all units provide and follow an active recruitment plan for faculty and staff searches; search member will be referred to the Hiring for the Future resource at Academic Affairs and the CAS diversity page for examples of effective recruitment plans. Pertinence to **G2**.S1:Requiring a detailed active recruitment plan will encourage units to expand and rethink their typical recruitment processes before the search is under way.	Participation of units (goal of 100%)	Service time of participants	Heads and Dean's Office; search committee chairs	Fall 2017
G2.S1.t4: Cluster-hires in areas that foster diversity, inclusion, and equity Pertinence to **G2**.S1: This is a strategy that is often effective at recruiting and hiring faculty from underrepresented groups.	Develop Institutional Hiring Plan (IHP) proposals for a Gender-Based Violence cluster and a Latinx Studies cluster	Proposal development: faculty specialists and CAS deans Financial resources: UOs IHP budget	Heads, faculty experts, CAS Deans	AY17-18 develop proposals AY18-19 launch searches AY19-20 welcome new faculty in these areas
G2.S1.t5: Encourage faculty to identify Target of Opportunity candidates, particularly in disciplines where it is difficult to hire underrepresented faculty.	Target of Opportunity hires of underrepresented faculty, especially in disciplines where it is	Regular conversations with department heads and annual encouragement of faculty to identify targets of opportunity. Financial	Dean's Office, department heads, and faculty.	Immediately

Tactics	Target	Resources to be used for this tactic	Name/title of lead personnel	Timeline
<u>Pertinence to **G2**.S1: This is another strategy that has led to successful hiring of underrespresented faculty on our campus.</u>	difficult to hire diverse faculty (e.g., women in science)	resources to bring candidates to campus.		
G2.S1.t6: Examine and analyze the data on diversity of Master's versus Ph.D. students. In a time when we are switching funding toward Ph.D. students, continue to fund Master's students who bring diversity as much as possible. Set aside a number of GEs for Master's student recruits who are from diverse backgrounds, as identified by departments. <u>Pertinence to **G2**.S1: A number of faculty and departments feel that recruitment of Master's students brings more diverse students to our campus. We want to understand better to which departments this applies and then consider a Master's funding policy that supports recruitment and training of underrepresented graduate students.</u>	Better information on the diversity across these two types of graduate students and even more diversity of our Master's students.	Allocation of GE terms of support.	Dean's Office and department graduate directors.	Analysis in 2017-18 with implementation in 2018-19.

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

G2.S1.t1: The annual spring meetings to discuss implicit bias training and search processes are accountability meetings. We will review and approve job ads for all searches to be sure that they include the diversity statement in the application letter. Again, the spring meeting to debrief on searches will be an occasion to check in about the efficacy of the statements. Active recruitment plans will be reviewed and approved prior to approval to proceed with searches.

G2.S1.t2: Ad template: using AAEO job pool demographic data, we will monitor pools over the 2017-2020 period to see whether diversity increases.

G2.S1.t3: Active recruitment plan: using AAEO job pool demographic data, we will monitor pools over the 2017-2020 period to see whether applicant diversity increases and monitor offers and hires to see whether the recruitment plans are improving hiring.

G2.S1.t4: Cluster hire in scholarly areas related to diversity: complete second phase of Black Studies cluster in AY17-18; track cluster hire numbers in AY19-20

G2.S1.t5: Track Target of Opportunity suggestions, campus visits, and hires annually.

G2.S1.t6: Data analysis will inform our decisions, and then we can track diversity of graduate students over time.

Strategy 2 – Use promising practices and effective strategies to retain diverse staff, faculty, administrators, undergraduate, and graduate students from traditionally underrepresented communities.

Tactics	Target	Resources to be used for this tactic	Name/title of lead personnel	Timeline
G2.S2.t1: Provide full funding for the Faculty Success Program "boot camp" from the National Center for Faculty Development and Diversity for all new tenure-track junior faculty members and select mid-career faculty members Pertinence to **G2**.S2: Giving new faculty early support and helping them establish a mentoring network will aid them in all aspects of their work and improve their progress toward tenure and promotion. We believe this program will help us retain more underrepresented faculty by giving them tools, resources, and mentors who can help them advocate for themselves.	Offer to all new junior TTF hires each year Have 75% of the qualifying faculty members complete the boot camp.	CAS financial resources	Dean for Faculty and Operations	Immediately
G2.S2.t2: Writing Circles for allied cohort groups Pertinence to **G2**.S2: WCs provide regularly scheduled weekly research time, group support, and facilitator mentoring to help faculty members prioritize research and make timely progress toward promotion to full professor. Some colleagues from underrepresented groups have requested dedicated WCs as important ways to build community and support.	Assemble and schedule 2 Writing Circles of 6-10 faculty per term, F-W-S-U. These initial ones will be for mid-career women TTF who have asked for this support. Qualtrix survey of WC vets to gauge success and learn how to improve.	CAS financial resources and planning time	Dean of Faculty, Div Dean for HUM	Begun in S17, expanded in U17; need to expand further in AY17-18
G2.S2.t3: Cohort-building groups for underrepresented graduate students to allow students to bond with peers for support and to build critical mass of like groups. Pertinence to **G2**.S2.t3: The highest-risk time for new graduate	First year, discuss with department diversity committees; second year, establish cohort groups; third year, consider creating same entity for underrepresented undergraduates	Time of heads, diversity committees, departments, and deans; eventually, modest funding to support gatherings.	Dean for Faculty and Divisional Dean with support from Dean's Office staff	Work with departments in AY17-18 to develop cohort-building entities in each unit

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students is in their first two years; if they bond with peers during that period, their retention and success rates improve dramatically. This tactic offers a best practice for supporting all graduate students but will be of special benefit to underrepresented students, whose sense of isolation in graduate school and their new environment can be even greater than usual.				

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.
G2.S2.t1: FSP tuition: annual reviews and mid-term reviews of untenured faculty will provide an assessment of the impact of the Faculty Success Program on the faculty member's work. **G2**.S2.t2: Writing Circles: a Qualtrix survey after a year of Writing Circles will solicit responses on whether the WCs are helpful and how they can be improved. **G2**.S2.t3: Graduate student cohort building: diversity committees and graduate directors will be consulted to help us know if the peer bonding efforts are improving the first two years for graduate students and contributing to their long-term success.

GOAL #3 (A: Achievement): Facilitate access to achievement, success, and recognition for under-represented students, faculty, staff, and alumni.

Strategy 1 – Eradicate any existing gaps in achievement between majority and underrepresented students, faculty and staff in graduation rates, tenure and promotion, professional opportunities, leadership opportunities and recognition.

Tactics	Target	Resources to be used for this tactic	Name and title of lead personnel	Timeline
G3.S1.t1: Provide full funding for the Faculty Success Program "boot camp" from the National Center for Faculty Development and Diversity for all new tenure-track junior faculty members and select mid-career faculty members Pertinence to **G3**.S1: Giving new faculty early support and helping them establish a mentoring	Offer to all new junior TTF hires each year; have 75% of the qualifying faculty members complete the boot camp.	CAS financial resources	Dean for Faculty and Operations	Immediately

Tactics	Target	Resources to be used for this tactic	Name and title of lead personnel	Timeline
network will aid them in all aspects of their work and improve their progress toward tenure and promotion. We believe this program, which has a special focus on diversity, will help us retain more underrepresented faculty by giving them tools, resources, and mentors who can help them advocate for themselves and succeed in being productive researchers.				
G3.S1.t2: CAS FSP Grant: FSP tuition-share grant to make NCFDD boot camp available to more faculty on a competitive basis Pertinence to **G3**.S1: Giving associate professors support, especially those whose progress toward promotion to full has been delayed because of heavy service, and helping them establish a mentoring network will facilitate their progress toward promotion. We believe this program, which has a special focus on diversity, will help more underrepresented faculty succeed by giving them tools, resources, and mentors who can help them advocate for themselves and be productive researchers.	Ten grants available in 2017-2018	Collaboration between CAS and DEI: $1,500 from Dean's resources, $1,500 from VP DEI resources, $500 from faculty recipients	Div Dean for HUM to establish process; all CAS deans to select recipients	Pilot the grant program in AY17-18
G3.S1.t3: Build diverse applicant pools and hire diverse advising team for new Tykeson College and Careers building Pertinence to **G3**.S1: The Tykeson vision depends upon offering students one-stop academic and career advising; to serve a diverse student population and provide accessible advising to a diverse student body, we will need to hire an advising team that is itself diverse and inclusive. Having diverse	Current CAS advisors are predominately white according to a survey we conducted last year; our goal will be to have the advisor demographics more closely mirror the student demographics	CAS Dean staff and search committee time	Dean for Faculty and Operations	Year prior to the opening of the building in 2019..

Tactics	Target	Resources to be used for this tactic	Name and title of lead personnel	Timeline
advisors will recognize staff from underrepresented groups and serve underrepresented students simultaneously.				
G3.S1.t4: Support for SAIL program through information sharing with CAS departments and encouragement for units and faculty to participate from Dean's Office. Pertinence to G3.S1: SAIL is a pipeline program, helping to introduce low-income high school students to the UO campus; by expanding CAS participation in SAIL, we will be supporting an effective program and giving faculty in CAS an opportunity to contribute to UO's inclusion efforts. Participation in SAIL will help us close the achievement gap for some local students.	Increase unit and faculty participation SAIL by 10% in AY17-18	Unit resources, possibly (if unit can support SAIL camp financially) and faculty time	Dean for Operations and Divisional Deans in cooperation with Heads and in consultation with SAIL director, Lara Fernandez	AY17-18: We will make it a priority to discuss participation in the SAIL program with Heads and communicate ways they can support SAIL with resources and volunteers and how such work can figure in personnel reviews.
G2.S2.t5: Analyze the degree to which current scholarships for undergraduate students help those from various diverse backgrounds, including low socioeconomic status, gender, international, and race and ethnicity. Pertinence to G2: Scholarships are vital to supporting and retaining our students. We want to better understand how our undergraduate scholarships support students from all diverse backgrounds so we can ensure we are using these resources effectively and plan where to direct our development work for more scholarships in the future.	Better information on the extent to which we are currently supporting students from a rich variety of diverse backgrounds and how we can target future efforts to increase these funds.	Data analysis work by staff.	Dean's Office	Analysis and report by Fall 2018.

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.
G3.S1.t1: FSP tuition for incoming junior faculty and select associate professors: survey participants to assess their satisfaction with the program; track promotion, tenure, publications, and awards of participants and compare to records of their peers **G3**.S1.t2: CAS/DEI FSP tuition grant: survey participants to assess their satisfaction with the program; track promotion, tenure, publications, and awards of participants and compare to records of their peers **G3**.S1.t3: Tykeson advisors: compare 2016-17 CAS advisor demographics to Tykeson advisor demographics in 2019-20 when the building opens and the advising operation is staffed **G3**.S1.t4: SAIL support: working with SAIL director, measure increase in unit participation in SAIL, unit support for SAIL, and CAS faculty participation in SAIL

Strategy 2 – Increase faculty, student, staff, and alumni participation (with special focus on groups that are currently underrepresented) in global leadership experiences, research, professional development opportunities, and scholarships (e.g. Rhodes Scholar and Marshall Scholar competitions) as well as other prestigious awards and recognitions.

Tactics	Target	Resources to be used for this tactic	Name and title of lead personnel	Timeline
G2.S2.t1: Analyze the demographic distribution of named/endowed positions in CAS and assign vacated chairs with an eye to improving recognition of high-achieving underrepresented, faculty; develop appointment criteria that will encourage diversity and inclusion Pertinence to **G3**.S2: Increasing the number of underrepresented faculty holding named positions will, by definition, increase faculty participation in awards and honors and will also recognize and reward high-achieving underrepresented faculty and lend them visibility as role models	Working from 16-17 analysis of current named position holders, identify specific areas for improvement and make assignments of named positions responsive to those needs	CAS endowments	Dean for Faculty and Operations	Analysis of current chair holders and identification of potential chairs for assignment, S17; inclusive assignment plan to go into effect as soon as chairs become available
G2.S2.t2: Introduce CAS international travel grants. Pertinence to **G3**.S2: We want to support and encourage international research, areas of study with a diverse faculty population and that often involve social justice topics about people underrepresented in the academy	Distribute at least $5,000 per quarter (fall, winter, spring, summer) to TTF scholars working in international contexts	CAS discretionary funds	Dean for Faculty and Operations	AY16-17 and ongoing

Tactics	Target	Resources to be used for this tactic	Name and title of lead personnel	Timeline
G3.S2.t3: Analyze the demographic distribution of CAS scholarship recipients, undergraduate and graduate students, and award scholarships with an eye to improving recognition of high-achieving underrepresented, students when award language allows; develop scholarship criteria that will encourage diversity and inclusion; contact underrepresented students through UGS and DGS outreach and publicize scholarships widely to students through CAS Communications Pertinence to **G3**.S2: Increasing the number of underrepresented student award recipients will, by definition, increase student participation in awards and honors and will also recognize and reward high-achieving underrepresented students and support their studies to ensure their future success	Working from analysis of current named scholarship holders, identify specific areas for improvement and make awards responsive to those needs	Established CAS scholarships (http://cas.uoregon.edu/cas-scholarships/)	Dean for Faculty and Operations and Div Deans	AY17-18 and ongoing

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.
G3.S2.t1: Named/endowed positions: consult list of current position holders to evaluate demographic distribution; create list of high-achieving underrepresented faculty to guide decisions; track demographics of position holders from 2010-2020 **G3**.S2.t2: International travel grants: Final reports from award recipients will tell us if faculty feel the grants are helping them pursue their research; tracking topics of research and faculty demographics will help us see if the grants are supporting the work of underrepresented faculty and/or research in relevant areas **G3**.S2.t3: CAS scholarships: consult list of recent scholarship holders to evaluate demographic distribution; create inclusive award criteria to guide decisions; track demographics of position recipients from 2010-2020

GOAL #4 (L: Leadership): Leadership will prioritize and incorporate diversity, equity, and inclusion in plans and actions.

Strategy 1 – Develop and promote programs that support, mentor and prepare members of underrepresented groups for leadership opportunities (i.e. department heads, directorships, deanships, vice presidencies, etc.) at the UO.

Tactics	Target	Resources to be used for this tactic	Name and title of lead personnel	Timeline
G4.S1.t1: Assess diversity of CAS leadership roles over the past decade and begin conversations and develop ideas for creating leadership pathways in the College that would ensure Pertinence to **G4**.s1: the first step in developing leadership pipelines for underrepresented faculty is to established current demographics and identify areas for improvement	Assess level of ethnic, racial, and gender diversity among CAS leadership roles: deans, department heads, program directors	Dean and Dean's staff time; time for conversations with Wise Heads and CAS heads and directors	Dean and Dean's staff	AY17-18
G4.S1.t2: Establish Dean's Fellow pipeline program that would open leadership pathways for all faculty with a special focus on underrepresented faculty by giving faculty experience in and compensation for working on a special project in the Dean's Office Pertinence to **G4**.s1:s This program will help build the next cohort of leaders in the College and we need to make sure that	Have 2-3 Dean's Fellows a year starting in 2017-18.	Dean and Dean's staff time, as well as compensated time of the Dean's Fellows	Dean and Dean's staff	Has already begun in AY17-18, with 2 women amongst the 3 inaugural Fellows.

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.
G4.S1.t1: Leadership assessment: assemble data and discuss with CAS leaders in AY17-18, incorporating their ideas into the Dean's Fellow plan **G4**.S1.t2: Exit surveys of Dean's Fellows, as well as documentation of their work product for the College. After the program has been in existence for 5-10 years, we hope the data will show a marked improvement in the diversity of our College's leadership.

Strategy 2 – Utilize philanthropy and other resources to advance the work of diversity, equity, and inclusion in your unit and across the University.

Tactics	Target	Resources to be used for this tactic	Name and title of lead personnel	Timeline
G4.S2.t1: Identify and deploy underutilized resources from current Foundation accounts to target for diversity initiatives	Use of funds for diversity efforts; levels of underutilized funds across CAS Foundation funds	Dean and Dean's staff time, Foundation account funds	Dean, Dean for Faculty and Operations. Asst Dean for	Assess funds in AY17 - 18 and deploy in the coming years

Tactics	Target	Resources to be used for this tactic	Name and title of lead personnel	Timeline
Pertinence to **G4**.S2: By better directing Foundation resources that may be available, we will be able to fund the advancement of our work in diversity, equity, and inclusion			Budget and Finance	
G4.S2.t2: Assess how diversity and equity issues are currently embedded in development work and identify top ideas for donor "asks." Pertinence to **G4**.S2: Educating our development staff about diversity-related donor relations and fund raising and charging them with embedding this in their work will serve the goal of utilizing philanthropy to advance diversity, equity, and inclusion work	Raise number of diversity-related asks and gifts	Dean and Dean's staff time	Dean and Sr. Director of Development for CAS	Assess in AY17-18 and implement improvement immediately

Describe the evaluation tool that you will utilize to measure progress and ensure accountability.
G4.S2.t1: Create report of underutilized resources and their gift terms; identify opportunities for deploying available resources to support this diversity action plan. **G4**.S2.t2: Philanthropy will be supporting activities in this plan that require financial resources. Reviews of development activities and personnel should include a section on diversity and inclusion.